

Teacher Shortages

1. Why is this happening? Has it happened before?
2. Why can't we just produce MORE? But does producing more or alternative routes sacrifice quality?
3. Are we doing enough to recruit and retain a solid educator workforce?
4. Is it hard for experienced teachers from other states to become a teacher in Washington State??

What is the PESB doing / How can the Legislature help?

What's Going On?

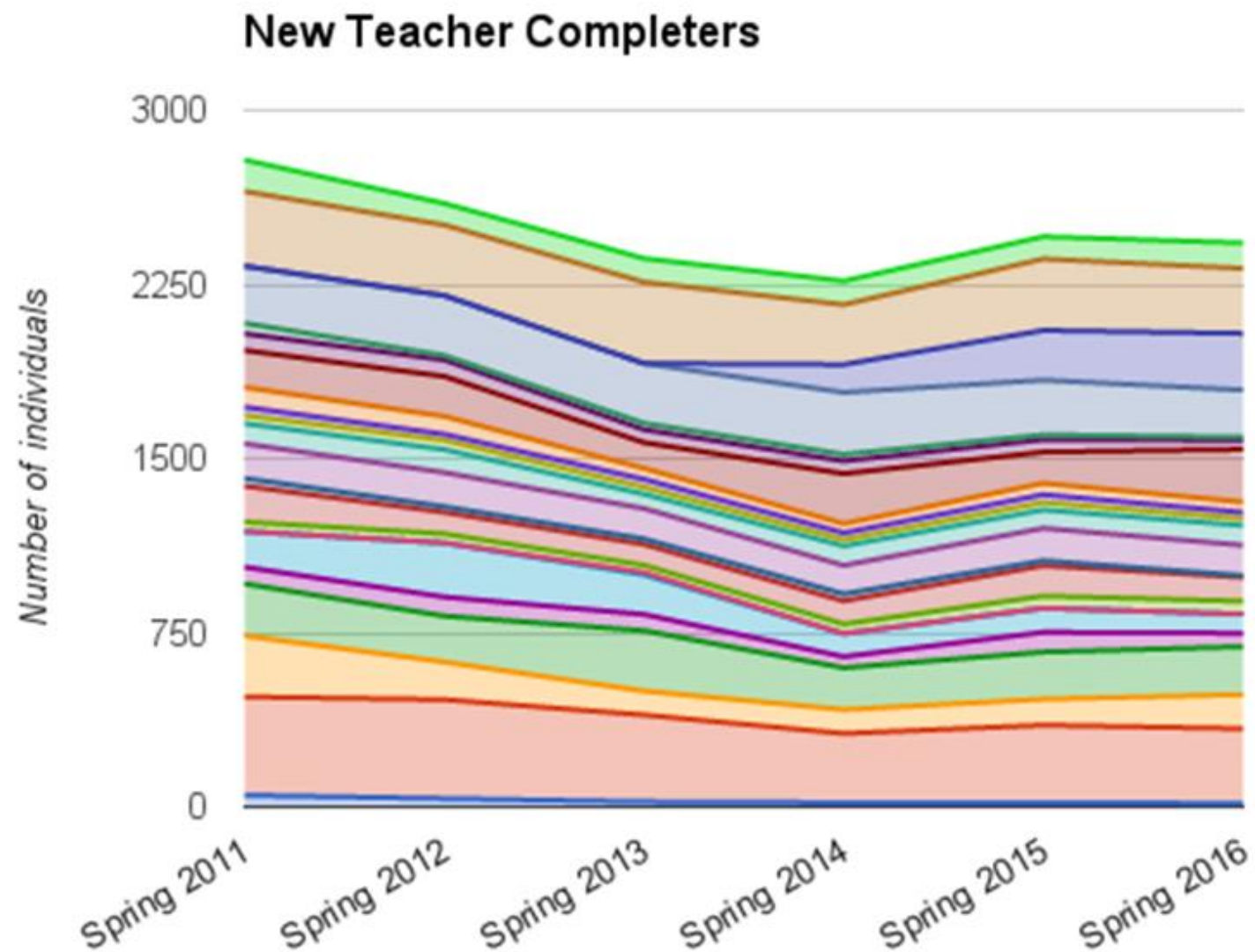
- Economic recession – decreased hiring, increased “stayers”
 - “surplus” “overproduction” “cash cow prep programs”; Legislative mandates to reduce enrollment in elementary education
 - Ed reform legislation raised expectations for teachers along licensure continuum
 - Investment in “grow your own” or future workforce development lesser priority
- Post-recession – increased retirements, increased hiring, resumed / uptick in “movers”, class size reduction, decreased enrollment / interest in teacher preparation (the perfect storm)
 - Raised expectations labeled “bureaucratic barriers”
 - Calls for increased production in elementary ed
 - Increased demand for grow your own / alternative routes

“What’s needed is a holistic approach” - LDH

- We Agree!!
- Reflected in our reports and recommendations
- Avoid reactive and short-term
- Strategies for the ebbs and flows of our economy-dependent workforce

Production – More / Targeted / Pipeline

Why can't we just produce MORE? But does producing more or alternative routes sacrifice quality?



Program	Year	Completers
Highline College (projected March Approval)	2017-2018	0
	2018-2019	20
	2019-2020	25
Gray Harbor	2017-2018	0
	2018-2019	20
	2019-2020	20
Centralia	2017-2018	0
	2018-2019	25
	2019-2020	25
Northwest Education Development	2016-2017	20
	2017-2018	40
	2018-2019	45
	2019-2020	45
Yakima Valley College (projecting July approval)	2017-2018	X
	2018-2019	0
	2019-2020	35
ESD 112 (projecting July approval)	2017-2018	19
	2018-2019	29
	2019-2020	39
Pierce College	2020-2021	45

Year	Completers
2016-17	20
2017-18	59
2018-19	139
2019-20	189
2020-21	234

Targeted Supply / Tailored Strategies



Alternate Route Block Grants and Scholarships



Recruiting Washington Teachers / High School Teaching Academies



Educator Retooling Scholarships – for adding shortage endorsements



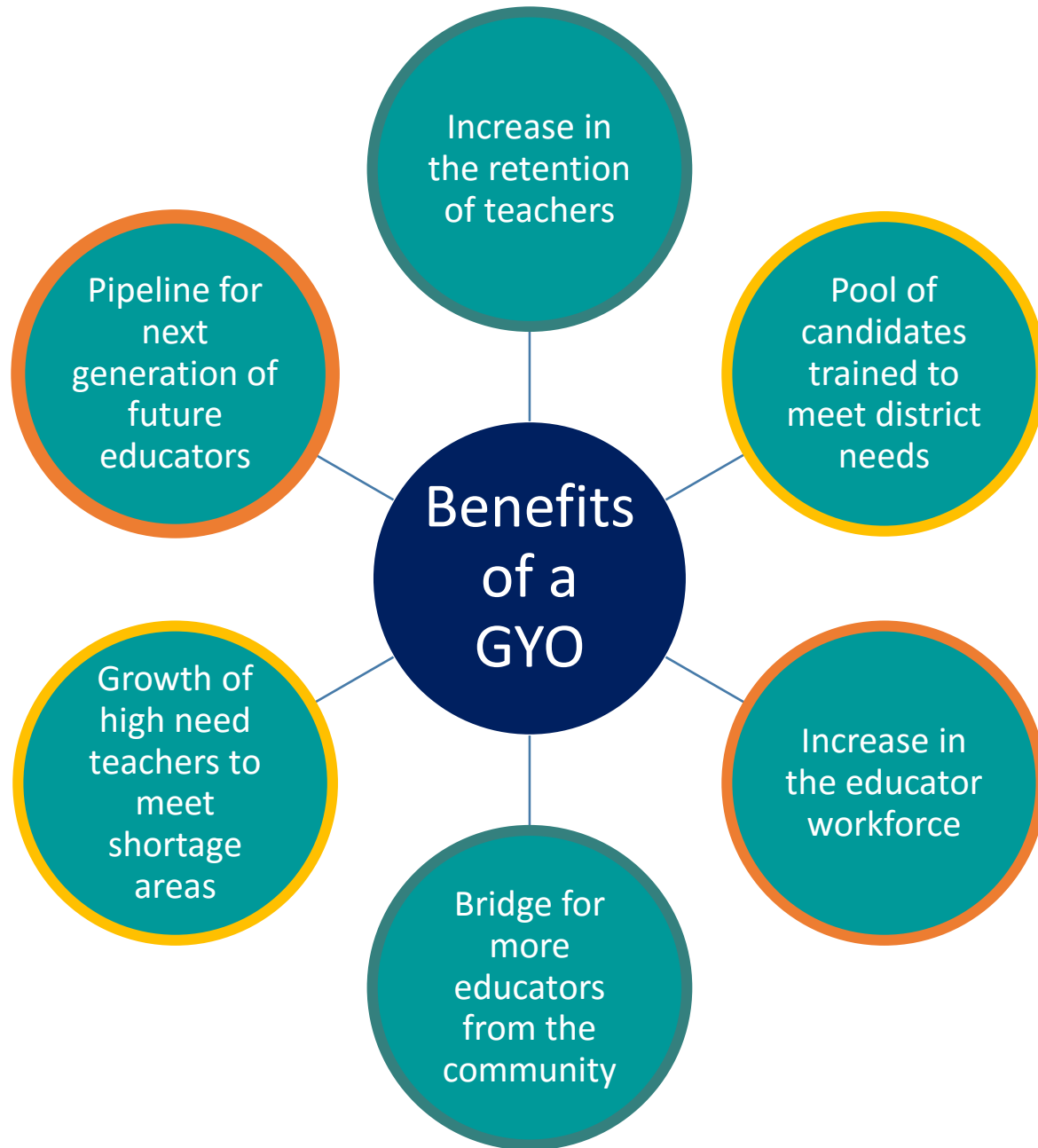
Workforce Development Case Studies / Best Practices / Curriculum



“Grow Your Own” – Expand Road Map Region Work (7 districts) Statewide



Best Practice Grants / Statewide Meetings re: Recruiting for Diversity



“Grow Your Own” (GYO), refers to a type of program or project a district implements to cultivate their own future teachers in the district’s high need areas.

District Teacher Pipeline refers to the structural process or succession plan that includes the GYO programs.

Alternative Routes

- Washington has the following alternative routes to becoming certified to teach:

Route 1 -
Alternative Route
for Classified
Staff,
Paraprofessional

Route 2 -
Alternative Route
for Classified Staff
who Hold a
Minimum of a
Bachelor of Arts
Degree

Route 3 -
Alternative Route
for Individuals with
Subject-Matter
Expertise in
Shortage Areas

Route 4 -
Alternative Route
for Individuals
Teaching with
Conditional
Certificates

- More information about the alternative routes may be found at the following site: http://pathway.pesb.wa.gov/alternative_routes/alt_rte

Who Can Offer

Community
Colleges

Districts

Colleges and
Universities

Non-profits and
other community
agencies

Why offer

To meet demand for
highly qualified
teachers in shortage
areas

To develop district
staff to become
teachers

Grow your own model
has more success
developing and
retaining teachers for
district

Move teachers off
conditional
certification in line
with assignment
policy

Districts can & should drive production

Alternate routes allow for
demand to align with supply-

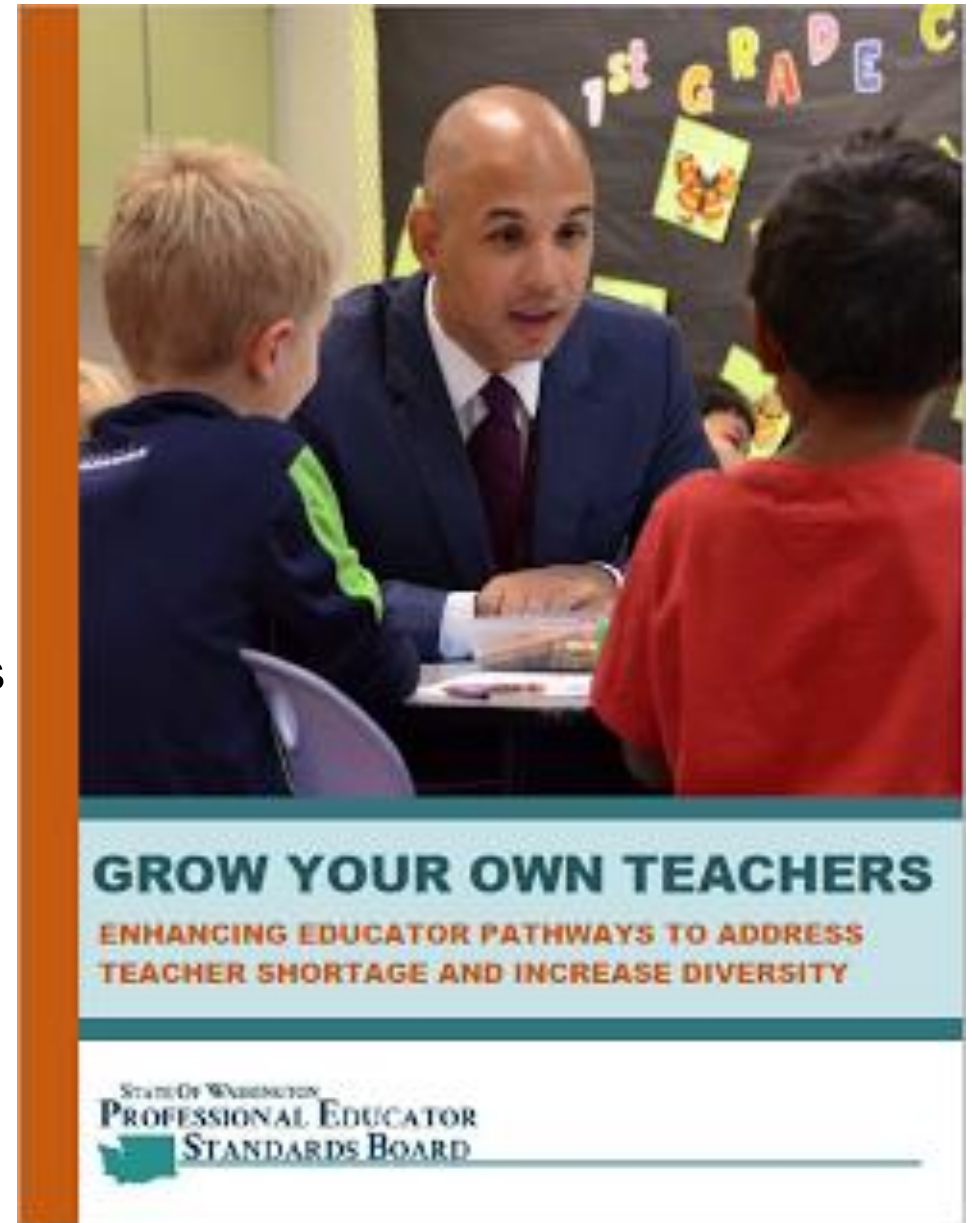
Alternate Routes allow for
districts to partner with colleges,
universities and other agencies
including themselves to assist in
meeting production

“Achieving a diverse teacher workforce must be a long-term policy goal with a suite of long-term strategies put in place to help minorities succeed in college and to encourage them to return to the classroom to help the next generation of students. Our failure to do so will keep us stubbornly in the same vicious cycle in which low teacher diversity contributes in a myriad of ways to low minority student success in K-12 and college, which results once again in low teacher diversity.”

- 2016, Brookings Institute

Bright Spots Report

- Best practices as it relates to human resources, recruitment and advancement, high schools teacher academies, para/emergency substitute pipeline, engaging career changers and retirees, and candidate tracking across systems.
- Demographic report with data that demonstrates teacher shortage needs and the potential opportunities to strengthen workforce development through Grow Your Own. Analysis on and strategies for statewide sustainability and implementation of GYO programs in WA.
- A Toolkit of recommended strategies for growing/sustaining Grow Your Own programs in Washington State in the form of mini-case studies



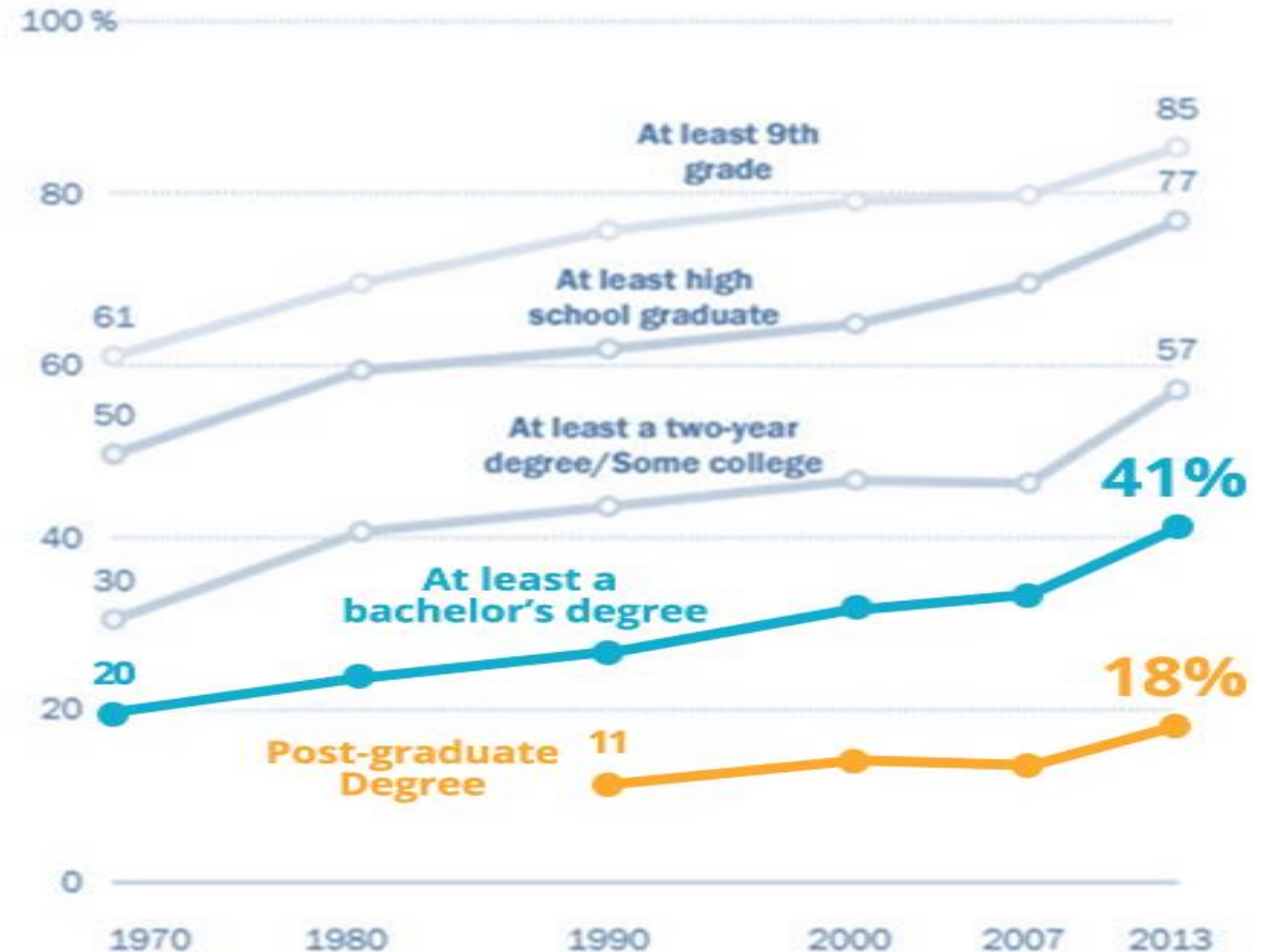
Immigrant Worker Education Levels

An Increasing Proportion of Immigrants are Highly-Skilled

Bachelor's Degree or higher:

- 32% - overall
- 41% - newly arrived (past 5 years)

Source: Pew Research Center tabulations of 1970-2000 U.S. decennial census data and 2007 and 2013 American Community Survey (IPUMS)



Innovation Sacrificing Quality?

- ✓ **Research – More variation within program types than between them**
- ✓ **Differences between Alternative Certification and Alternative Routes**
 - ✓ **Limited Certificates should be entry points, not destinations**

PESB Legislative Agenda Priority - Accountability and Continuous Improvement of Educator Preparation Programs

- ✓ **Holding and Securing Educator Preparation Program Data – ERDC (Rep. Slatter)**
- ✓ **Does Preparation Lead to Classroom Effectiveness? Collecting and securing TPEP data at state level.**

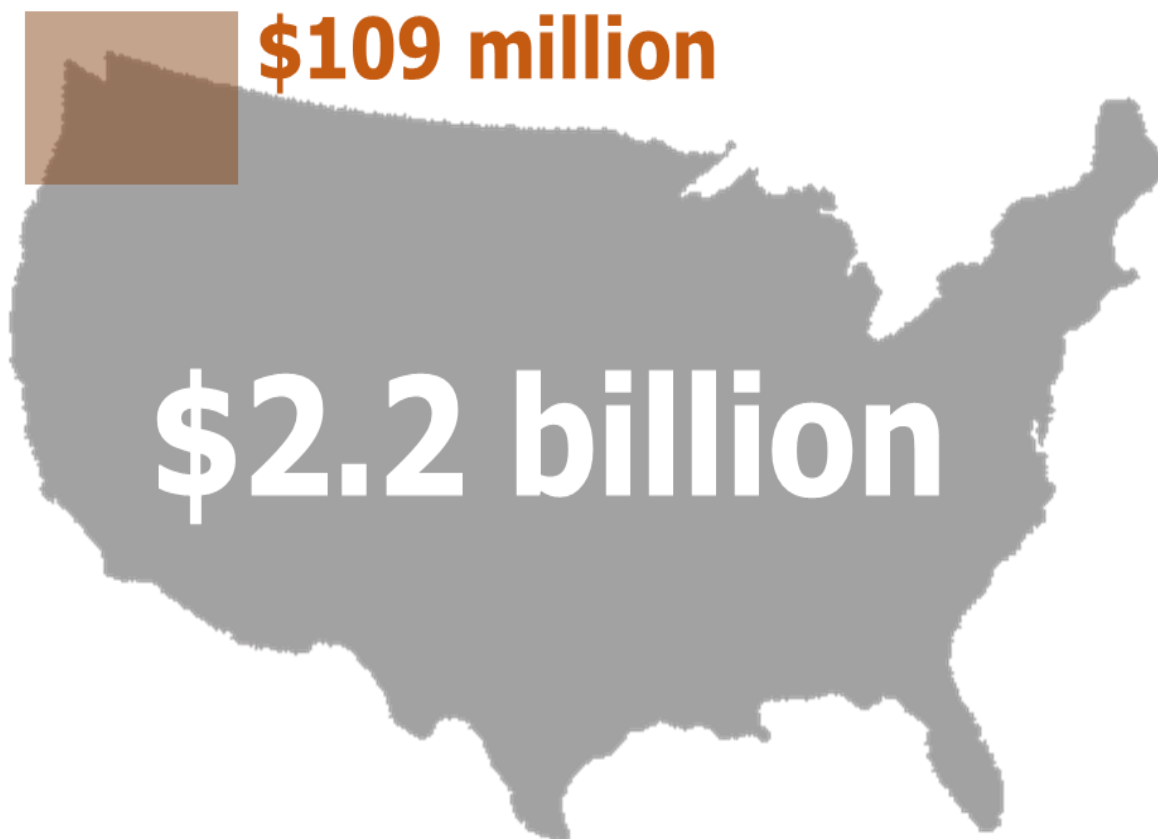
Recruit and Retain – Improved Workforce Development Practices

*Are we doing enough to recruit and retain a solid
educator workforce?*

Retention / Attrition

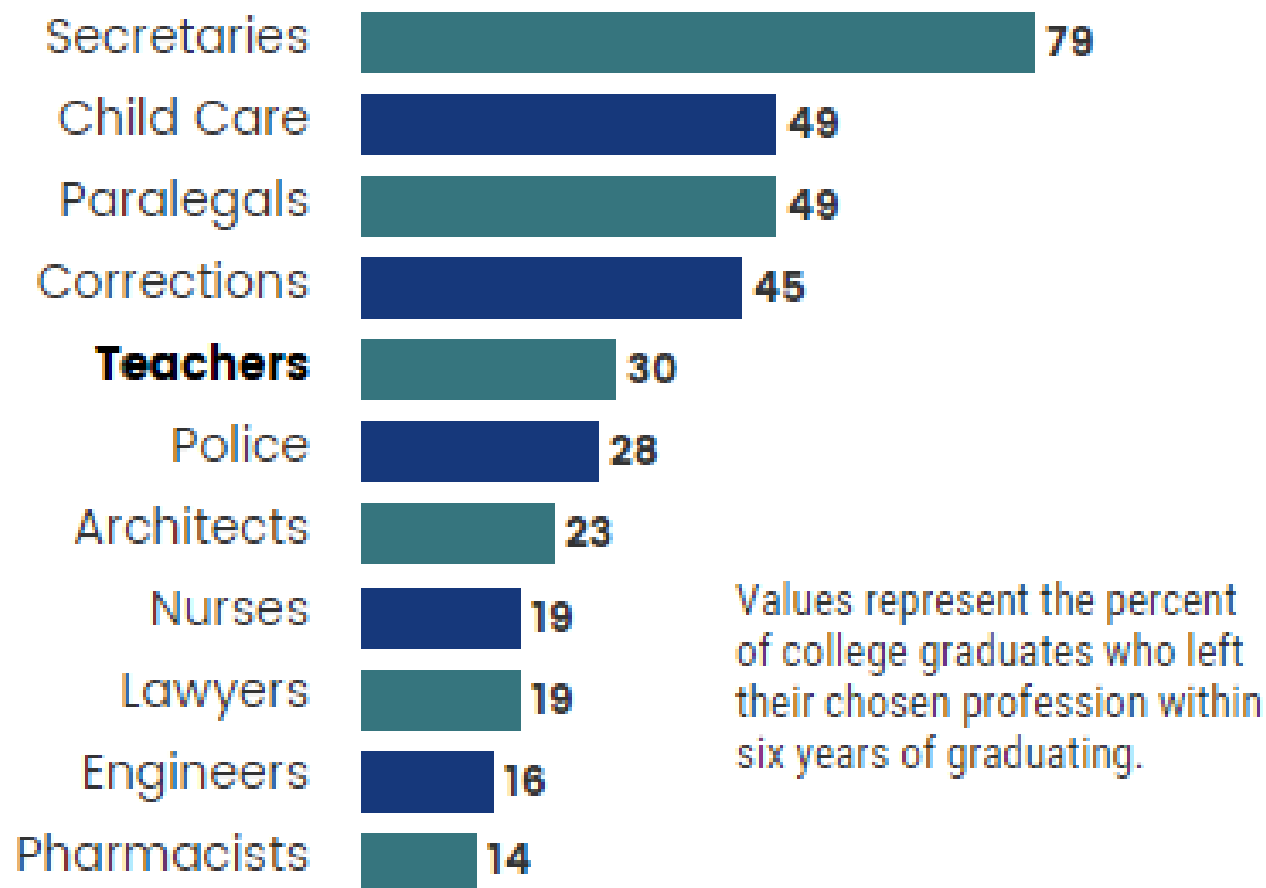
- “Leaver”
 - Typically refers to teaching profession.
 - PESB has used the term more broadly to reflect the reality felt by districts. When a teacher leaves, they have a vacancy to fill. It doesn't matter if they've left the district, state or profession; the impact is the same, and it is costly and time consuming.

THE COST OF TEACHER TURNOVER



*Cost of teacher turnover in 2014 based on information from
the Alliance for Excellent Education (2014)*

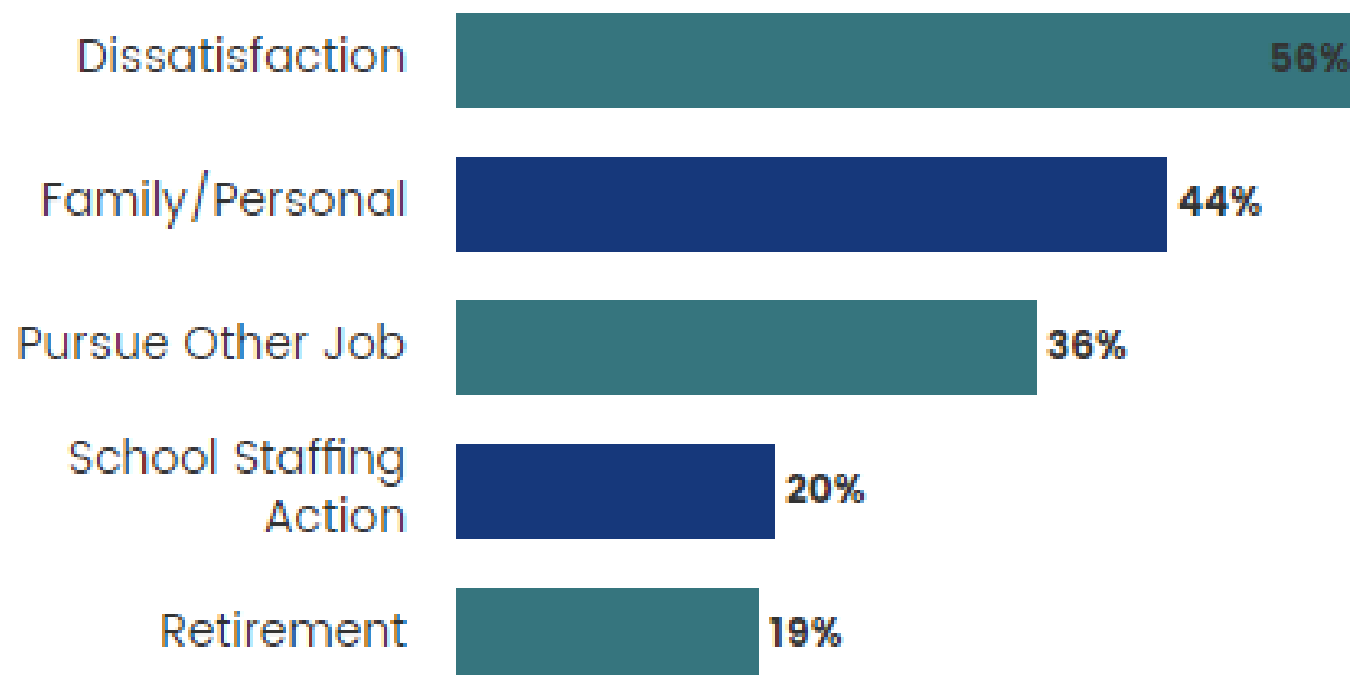
Turnover By Occupation



Source: Ingersoll & Perda (forthcoming)

Job Dissatisfaction: A Leading Factor in Turnover

In a follow-up study, Ingersoll (2013) asked teachers to report the various reasons that were important for their turnover. **Job dissatisfaction** was the number one reason cited:



ROI FOR ONBOARDING



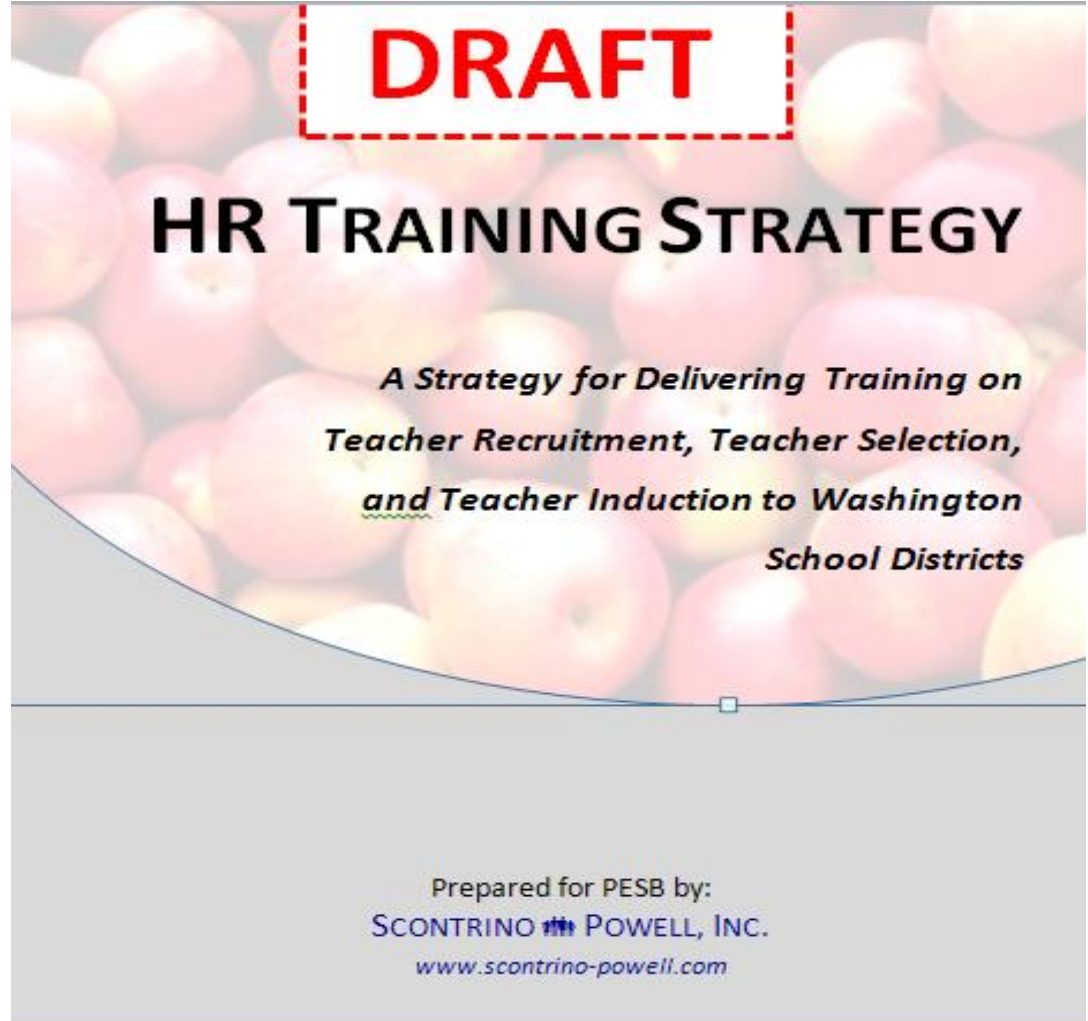
Every **\$1 spent** on onboarding...

Results in a **\$1.37 payoff**

Source: Villar, 2004

Recruitment, Selection, Early Hiring, Onboarding, Retention

- WASA, WSPA, WASBO, ESDs
- Companion to Case Studies and Best Practice Literature Review
- Next steps – funding and dissemination strategy



Reciprocity

*Is it hard for experienced teachers from other states
to become a teacher in Washington State??*

Reciprocity for Teachers From Other States

- ✓ Reciprocity refers to ability to obtain another state's license to practice
- ✓ Washington State is nationally-recognized by military department and NASDTEC for ease of entry / strong reciprocity
 - ✓ Complete another state's approved preparation program (do not need to obtain license)
 - ✓ We recognize all state's content and basic skills tests; if haven't taken one eligible for permit with one year to complete tests.

Second Tier

Once certified to practice with residency certificate –

- ✓ All out-of-state teachers have $3 + 2 + 2 = 7$ potential years to complete the ProTeach Portfolio
- ✓ Only certificate maintenance requirement during those years
- ✓ Estimated 40 hours to complete
- ✓ External, objective assessment of evidence of practice
- ✓ Meets Legislature's intent for performance-based, uniform licensure system (as opposed to clock hours and courses)

PESB teacher members stand by and are themselves subject to the requirement of performance-based second tier licensure

What the Legislature Can Do

Requirements of PESB in HB 2261

- ✓ Calibrated Standards at All Levels (cultural comp, STEM . . .)
- ✓ Classroom-based preservice assessment of teacher effectiveness
- ✓ **External, uniform assessment for professional certification (2nd tier)**
- ✓ **Limit length of residency cert (1st tier) / when professional certification assessment must be achieved**
- ? ***Concurrent schedule - enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system***

PESB raised the bar along the entire continuum, but legislature has not adequately supported nor compensated teachers attaining it.

Second Tier

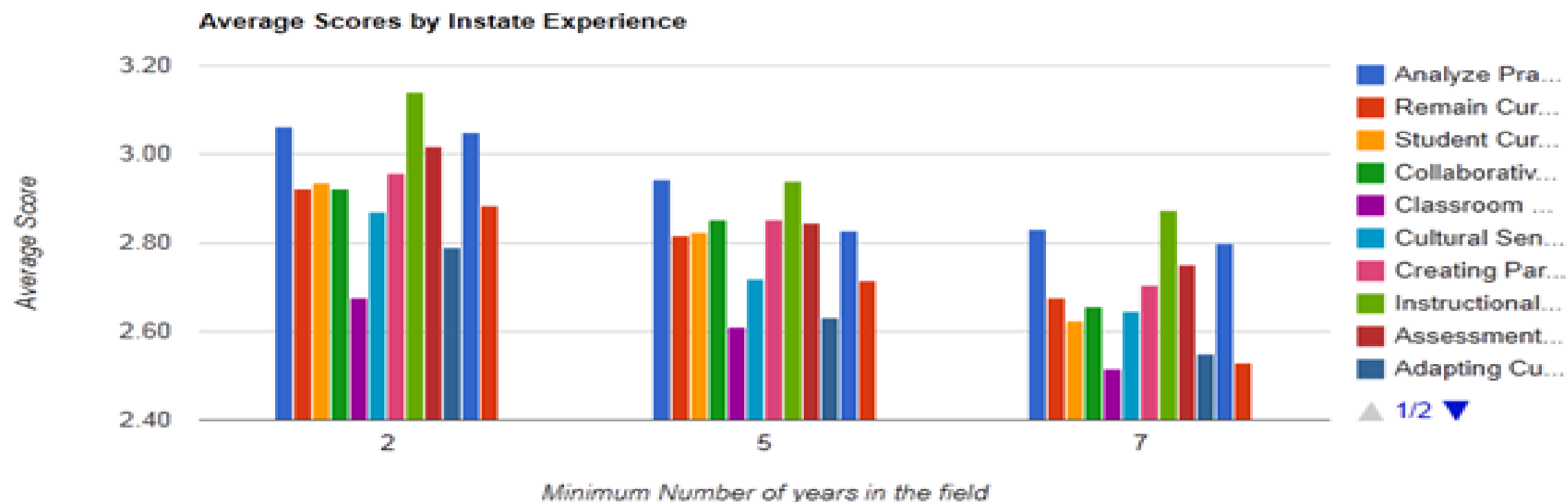
PESB Next Steps -

- ✓ Maintain meaningful licensure and commitment to performance-based second tier while continuing to explore alternatives
 - ✓ If rewarded with compensation – incentivize not require? OOS remain on residency
- ✓ Greater coherence between systems and administration of evaluation and licensure system
 - ✓ Need system supports / guidance to help teachers harvest evidence of practice for evaluation and licensure
- ✓ Lead national dialogue in defining educator career continuum
- ✓ Work with WSIPP – 6455-charged study of second tier

	Credit / Course Based	ProTeach Portfolio
Quality	Highly variable	Research-proven predictive validity – higher scores = greater student achievement gains
Access	Inadequate	Online, statewide, 24/7
Affordability	\$1,200 - \$8,000	\$570 for assessment Teachers have option to enroll in a variety of cohort support programs – range in price from free to university-based yielding graduate credits up to \$1,200.

ProTeach: Years of Teaching Experience

[download data](#)



Does Pro Teach Identify Teachers with Better Student Learning Gains?



WASHINGTON
ProTeach
PORTFOLIO

- Yes!
 - Research results from UW Center for Education Data and Research
 - Assessment performs much like National Board
 - Will be able reweight exam to better capture variance
- Other result of note – newer teachers outperforming veterans

	HIGHER RISK FOR TURNOVER	LOWER RISK FOR TURNOVER
TEACHERS	Teachers with <u>no</u> formal teaching certification	Teachers with a formal teaching certification
	Teacher brought in from out-of-state	In-state teachers
	Holds an undergraduate degree in math or science	Holds an undergraduate degree in fields other than math or science
	White teachers	Minority teachers
	Women teachers	Male teachers
	Holds a graduate degree	Does not hold a graduate degree
	Teaches any subject besides math or science	Math or science teachers
SCHOOLS	Private schools	Public schools
	Secondary schools	Elementary schools
	Urban and Suburban schools	Rural schools
	Smaller schools (<1,000 students)	Larger schools (>1,000 students)
	Lower spending on instructional needs	Higher spending on instruction (\$100 more per-student)
STUDENTS	Low socioeconomic status (>20% qualify for free lunches)	Moderate-High socioeconomic status (<20% of qualify)
	Below-average student achievement	Above-average student achievement
	Higher proportion of minority students	Lower proportion of minority students